

Adult Education Advisory Committee  
March 9, 2005  
Utah State Office of Education  
Room 241  
10:00 A.M. – 1:00 P.M.  
Approved Minutes

**PRESENT:** Members: James Andersen (chair), Kim Dohrer (past chair), Paula Oakey (chair elect), Suzette Hudson, Cindy Krueger, Edie Mitko, Wayne Mifflin, Norman Nakamura, Herb Clark, Edwin Espinel, Andrea Worthen (for Don Carpenter), Don Uchida, Dave Steele, Sandra Grant, Jeff Galli, and Gail Burningham (secretary). Others: Sue Myers, Rich Belnap, Claudia Thorum, and Murray Meszaros.

**EXCUSED:** Sandra Grant, David Petersen, Virginia Leigh Sanchez and Hector Mendiola

**Welcome and Introductions**

The Adult Education Advisory meeting was held March 11, 2005 at the Utah State Office of Education in room 241. Paula Oakey welcomed everyone and took charge of the first part of the meeting because James Andersen was unable to be in attendance at the beginning of the meeting.

**Approval of the Minutes**

The minutes from the February 9, 2005 meeting were reviewed. A motion to approve February's minutes was made by Edie Mitko and Wayne Mifflin seconded the motion and the minutes were approved.

**Adult Education Survey**

Suzette Hudson with Workforce Services conducted a survey on various aspects of workforce services and adult education services. She had a handout that was a photocopy of a slide show presentation of the survey with notes that she gathered from the survey. The Workforce Education Council who wrote a Memorandum of Understanding will work with this data. The survey has limitations, one of which is data was not collected in rural areas. Both an English and a Spanish survey was used. The handout showed the results and the various breakdowns of those surveyed.

Overall observation was that clients were the most aware of the food stamps service and the least aware of DWS workshops and the electronic job board. Of those aware of the workshops only 11% are using them. Medical was the highest utilized service. Of the 428 adults surveyed 300 said they have never heard of the job board. Paula commented that her clients said they didn't know of the job board, but when they were shown it on the computer they said yes they have used it. Basic job search services were the third lowest use of workforce services. Regarding educational services the highest numbers were of persons receiving ESL classes and the next highest area of services received was High School Completion services. Since Ogden and Horizonte were the areas surveyed this is not surprising. For Workforce Services, the customer's perception regarding the degree of helpfulness according to the service given was, helpfulness in job search greatest and the least helpfulness was in how to apply for services and offering childcare.

In the area of adult education most students were pleased overall with the services. Computer skills got the highest score for helpfulness and the lowest in helpfulness was help in explaining which classes to take. Regarding the question “If you’re not a customer of Workforce Services explain why.” A lot of them thought they did not need the services or didn’t know how to get services and most thought they did not need adult education services. Suzette thanked Jim, Kim and Paula for helping with the survey.

### **Impact of Legislation**

Dave Steele gave a legislative update. The legislature originally had no increase for adult education. They restored 1.8 million ongoing keeping Utah at 90% for federal matching. The intent language for carry forward dollars passed the Senate, in the House there was a charter school amendment for \$1million that clouded the issue, and therefore it did not pass. The advisory committee should meet with Patrick Ogden to see if the carry forward money needs intent language. The Board could allocate an addition \$720,000. They need to seek clarification from the legal staff. Another option is to look at supplemental funding dollars available for one year. This request can be made in February.

The “Day on the Hill” activity went well. Senator Hale and Representative Bigelow met with the students. A special thanks goes to Herb Clark and Mary Ann Parkinson for their support. President Bush has recommended a 66% reduction in federal adult education funding. On a national level efforts are being made to show that adult education funding makes a difference in peoples lives.

HB 232 had support because the testing timetable was problematic for adult education students. Amendments to the bill also requesting testing options for special education students and transient students caused support to diminish. The bill did not pass. Representative Ray spoke to the Governor and is trying to get the Adult Education only alternative testing request on the call list. The adult education advisory committee may need to meet with Representative Rey to help clarify the language. We need to encourage the State Superintendent to work with Representative Rey to get it on the call list. Carol Lear would write the language.

Overall during the legislative session a great effort was made to support adult education. We opened a dialogue on adult education issues and created partnerships. The Workforce Education Development Alliance will study whether adult education funds should be moved to the Department Workforce Services. Three members of the legislature support this move because the Department of Workforce Services is viewed as very effective. We need to watch for when these meetings take place during the summer.

Rich Belnap said that when he works with a business, he asks them to sign a statement supporting adult education. Murray Meszaros said that one GED poster person banner would be given to each district. James Andersen recommended that they also be given to business and industry, Department of Workforce Services and community based organizations that support adult education.

### **GED Discussion**

Murray Meszaros continued the discussion from last months meeting on the Spanish versus the English GED. The value of the GED in both languages should be no different. The question being considered is should the GED certificate state which language the test was taken in and

should English credit be given for a student taking the GED in Spanish? Utah's policy is that while five credits are given for the GED towards a high school diploma if the GED was taken in Spanish then no English credit should be given. Utah's GED certificate does not indicate if the test was taken in English or Spanish or a combination of the two, but it is stated on the E-transcript. Murray found that different states treat the GED differently. Arizona, Texas and California give Spanish and English GED's, but do not combine the GED score reports. Other states such as South Dakota do not offer the GED in Spanish even though there are Spanish-speakers in those states. Offering the GED in Spanish is NOT a civil rights issue. Spanish and French GED's are only offered because GEDTS did a market analysis and found that they could make some money in those languages; hence, the GED's probably will never appear in Vietnamese, Tongan, etc. since the ROI (return on the investment) is not possible for GEDTS in other languages.

The advisory committee will decide what they want to do and make a recommendation to the State Board regarding whether GED taken in Spanish can be used for English credit and if the language in which it is taken should be indicated on the certificate. Shauna will check the policy language to see what is written regarding "no English credit" policy for those taking the GED in Spanish.

Murray mentioned that GED calendars were available for \$10 a piece. However, a recent notice from GEDTS indicates that these colorful "WHO IS" calendars for 2004-2005 are selling now for a real bargain of \$1.00 each. Please see a previous email message from Gail on this.

Is anyone aware of any research on GED? Murray has some going with SLCC and will have a report for us soon.

Murray is interested in getting people to "come out of their closets" regarding their having started their careers with a GED. The banners show that topnotch people started with the GED. A university professor at University of Utah has a GED and we are hoping to connect with her to become a "poster child" in Utah.

Murray requested that if the committee knows of press releases to inform him. He also wanted the committee to be aware of a program called "GED Options," which is where regular high schools help students who are two full years behind their grade level and can't graduate with their class. These students are enrolled in classes that teach them to pass the GED. This program is being used by 15 states and saves the taxpayers money, reduces "drop outs", and helps prevent kids from making a lot of poor choices when they do drop out.

Positive comments were made regarding the GED poster persons that were placed in the State Capital and in our building. Murray said these posters cost \$58 (this does not include the stand cost) if ordered with the main order and the deadline is March 24, 2005. One poster is being ordered for each district. However, if more than one is wanted, then the district will pick up the additional cost. Murray was asked to see if they could be purchased in Spanish; they cannot, though a district is welcome to produce them in Spanish. Some businesses are doing GED training on site (EA Miller and Sweets Candy Co.) It was requested that these posters be given to Community-based organization and to appropriate business.

**Lunch**

### **CAP Statistics with Job Seekers**

Paula Oakey presented statistics about CAP clients that were seeking employment. Statistics are: 70% had no high school diploma or GED, 35% were single parents, 6% were food stamp recipients, 3.6% were unemployed, 34% were Medicaid recipients, 57% had no insurance, 37% were under employed, 73% were below the 50% poverty level. A discussion followed which pointed out the difference in these figures and those reported by the Department of Workforce Services. Again it was emphasized that a state statistical warehouse is needed to get information on under-served populations.

### **Other Business**

*Dave Steele's Resignation:* Jim Andersen announced that Dave was moving on and he thanked Dave for being a resource for this committee and to him as adult education director in Salt Lake City School District. He said that the district directors were disjoined and there was mistrust among them and that Dave had brought them together. He spoke of Dave's accomplishment of implementing the new funding formula and how he had done a masterful job of retooling the formula. Dave Steel thanked everyone and spoke of the value of the advisory committee. He stressed the importance of adult education and how it makes a difference in families. Kim Dohrer said that Dave's leadership has helped us be better communicators and she said she couldn't say enough good things about Dave. Kim also said she hoped Dave would be in Moab so that we can show our appreciation for him.

The agenda item "Goals for next year" will be discussed in the next meeting, as Jim Andersen wanted to talk to the district directors at the Moab meeting next week as to what they want adult education goals to be.

### **Agenda Items for April's Meeting**

- Discussion - Goals for next year.
- TANF/FEP Customers Steve Leyba
- HB 232
- P&I Representative
- Census monies to the base
- Send minutes to all adult education providers
- GED Value
- Top Twenty Policy Questions

### **Adjourn**

Jim Andersen called for a motion to adjourn the meeting. Suzette Hudson moved to adjourn the meeting and Edie Mitko seconded the motion. All were in favor and the motion passed. The next meeting will be held April 13, 2005 from 10:00 a.m. until 1:00 p.m. in room 241.